



Top Story—Reaching Out Beyond York's Borders: Contributing to the Global Research Library

The global research library structure exposes scholarly research to the largest possible readership. Explore the benefits of posting your peer-reviewed research in digital libraries accessible to anyone connected to the Internet.

> [Read more](#)



Integrating Information Literacy Skills into the Curriculum

A faculty-librarian collaboration promotes student-centered learning and information literacy as part of a Biology course.

> [Read more](#)

Updated Academic Integrity Tutorial

The Academic Integrity Tutorial and quiz are being updated to better help students in all subject areas and at any level of study to learn about academic integrity.

> [Read more](#)



Sharing Creative Content Through the Creative Commons

Find out more about the Creative Commons, which aims to increase the amount of creativity in the body of work available to the public for free and legal sharing, use, repurposing and remixing.

> [Read more](#)

Electronic Collections Update

Find out about the newest additions to the Libraries' online electronic collections.

> [Read more](#)



YUL 2.0

Read more about Internet technologies that encourage interactivity and user contributions—blogs, wikis, social networks, and more—at the Libraries.

> [Read more](#)

21st Century Learning Spaces: Reinventing our Libraries

Student focus groups and other discovery techniques are helping the Libraries to develop spaces and environments that best support learning.

> [Read more](#)



Profile: Tina McColl, Library Accessibility Services

Meet the manager of the Library Accessibility Services department and read about the important services provided by LAS to its clients.

> [Read more](#)

Kent Haworth Fellowship Vital to First Doctoral Student's Research

The Kent Haworth Fellowship and resources in the Clara Thomas Archives provide important support for student research.

> [Read more](#)

Dates & Reminders

» Read about [YUL support for Open Access initiatives](#) and link to resources

» Placing materials on reserve: use the [form](#) on the Libraries website to submit new requests for reserves and to alert library staff to remove unneeded reserves

» Find [resources licensed by the Creative Commons](#)

» Library study space is now available [24/5](#) on the first floor of the Scott Library

» Meet [new librarians](#) at the various libraries

» Coming on November 3, 2009: Yorkwrites Reception, Steacie Science and Engineering Library, 4 - 6 pm

» [Print this newsletter \(PDF\)](#)

Reaching Out Beyond York's Borders: Contributing to the Global Research Library

—Andrea Kosavic, Digital Initiatives Librarian

Today's scholars and researchers are increasingly able to take advantage of a recently established technological infrastructure to ensure their research is exposed to the largest possible readership.

One of the ways many scholars are now accomplishing this is by posting their peer-reviewed research in digital libraries, often called repositories, that are accessible to anyone connected to the internet. This is a departure from even a decade ago, when researchers could only hope that the machinery of scholarly publishing would provide adequate distribution for their ideas and work.



The Need for a Digital Library Structure

Events over the past decade demonstrated that publisher-driven circulation was no longer satisfactory for many scholars. One trigger for this insight was the exponential price increases of academic journals that left libraries unable to purchase scholarly publications for their libraries and thus, their user communities. This was, and remains, a paradoxical situation for libraries, as authors and peer reviewers are in most cases unpaid for their efforts, leaving publishers to reap the profits of those efforts, and scholars unable to access and disseminate their own research.

Perhaps the most significant factor behind this new model of publishing, however, is the ability of the public to organize and collectively take advantage of widespread access to the Internet. This awareness has led to the development of the Open Access movement.

The concept behind Open Access (OA) is to make scholarship available online without barriers to access. OA literature is free of charge and free of most copyright and licensing restrictions. It is important to note that OA literature is also "entirely compatible with peer review, and all the major OA initiatives for scientific and scholarly literature insist on its importance"¹.

Open Access moved quickly from an idea to a social movement complete with formalized principles outlined in three Declarations.² OA also began to prove itself by satisfying the needs of scholars who wanted their work seen (and cited) by others.

Scholars studied the effects that OA had on research and found that it improved the impact of their work through increased citation rates.³ Other benefits included the ability for smaller institutions, readers in developing nations, unaffiliated scholars, and the general public to have access to research that they would otherwise never be able to afford.

To support the sharing of scholarship, the Open Archives Initiative created a technical protocol (OAI-PMH) that standardized the sharing of descriptive data (metadata) to help with the indexing, retrieval and visibility of digital objects. Special software platforms called repositories were also built to comply with the OAI-PMH standard.

These repositories were designed to function as barrier-free libraries of scholarship. Every item of scholarship added would be assigned a permanent link and would be preserved indefinitely. Most importantly, by using the OAI-PMH standard, other repositories, web crawlers and platforms could

York University Libraries Support Open Access Publishing

The Libraries are actively supporting the principles of [Open Access](#).

"By 'open access' ... we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself." ([Budapest Open Access Initiative](#) as quoted by Peter Suber)

If you would like a workshop for your graduate students on the implications of open access and their academic career, please contact [Mark Robertson](#), Associate University Librarian, Information Services.

Our Scholarly Communications Initiative adopts a strong advocacy role in raising awareness within the York community around open access and author rights issues [see companion articles on the Creative Commons and Reaching and Reaching out beyond York.] Within the broader Canadian context, York, as a member of the Canadian Research Knowledge Network (CRKN), fully endorses the [CRKN Statement on Alternative Publishing Modes & Open Access](#) (PDF – 232kb).

York University Libraries has long provided financial support for a number of Open Access initiatives including:

(click images for links to resources)



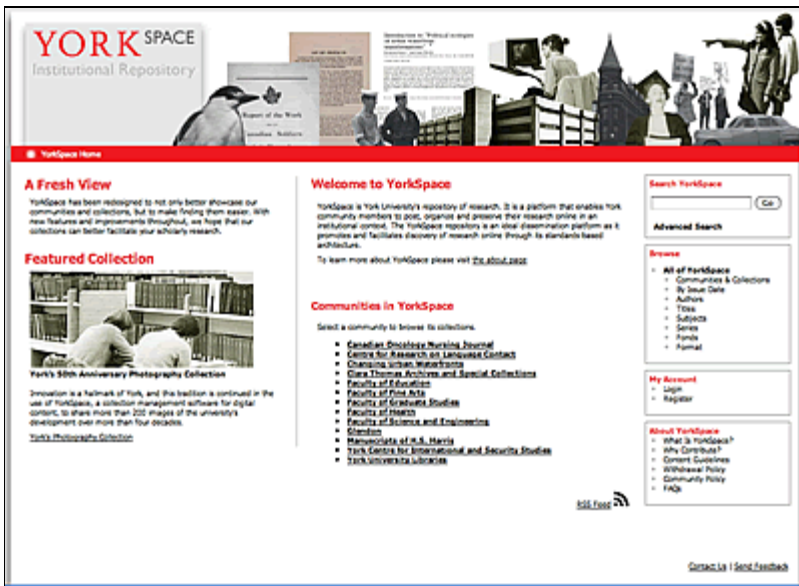
communicate with the repository easily, which would lead to an enhanced ability for items to be discovered.

Today's Global Research Library

Today, these once-novel ideas are common practice. Authors of scholarly works are posting copies of their peer-reviewed research into repositories to ensure global access to their work. The [Directory of Open Access Repositories](#) lists over 1300 repositories all over the world. Issues of copyright are addressed by [websites](#) that compile publishers' policies on repository deposits and by using approaches such as [Creative Commons](#) licences.

Faculties from major institutions such as [Harvard](#) and [Stanford](#) have adopted policies in support of OA, and major funding agencies such as the [Canadian Institutes for Health Research](#) and the [National Institutes of Health](#) have mandated that all funded research be made publicly accessible through repositories or OA journals. These policies are helping to ensure that an increasing quantity of scholarly output is made available to others that would not otherwise have been able to access it.

At York University, we host a repository called [YorkSpace](#) which serves as our publicly accessible digital library of scholarship. The YorkSpace team is available to address copyright questions and to help those that would like to ensure access to their research.



Benefits of Linking to Your Articles in YorkSpace

When compiling an online CV or a list of recent articles for your departmental profile, links to your articles that reside within the library's electronic resources will not be accessible to those outside of the York community since a Passport York account is required for access.

If you deposit your articles in [YorkSpace](#), you can easily link to them with no access restrictions. Added benefits include improved discovery of your work, institutional context and the library's commitment to the persistence and preservation of your work.

Please contact [Andrea Kosavic](#) for more information about YorkSpace.

2 The three declarations of open access are the Declaration of Budapest (February 2002), the Bethesda Statement on Open Access Publishing (June 2003) and the Berlin Declaration (October 2003). <http://www.surffoundation.nl/smartsite.dws?ch=ENG&id=12013>

3 Hajjem, C., Harnad, S. and Gingras, Y. (2005) Ten-Year Cross-Disciplinary Comparison of the Growth of Open Access and How it Increases Research Citation Impact. *IEEE Data Engineering Bulletin*, 28 (4). pp. 39-47. <http://eprints.ecs.soton.ac.uk/12906/>



We are also a member of Biomed Central which subsidizes the author page charges for eligible York faculty submissions.

And we continually monitor the OA landscape. Two of our most recent OA endorsements are:



BioLine is a not-for-profit scholarly publishing cooperative committed to providing open access to quality research journals published in developing countries. York University Libraries recently became a supporting member.



Public Library of Science is a nonprofit organization of scientists and physicians committed to making the world's scientific and medical literature a freely available public resource. Our membership provides York authors with a 10% publication discount in any of their 7 online peer-reviewed scientific and medical journals.

"Practice Makes Perfect"—Collaborative Effort Integrates Information Literacy Skills into Biology Program

Science research is enhanced when students and researchers know what investigations are being conducted in a field, where knowledge gaps reside in the literature, who the major players are, and how to evaluate research. While some students are closely mentored and introduced to the field and the literature by their professors, most are left to their own curiosity, creativity and savvy to find the information they need to inform their research decisions. Unlike established researchers, students don't have the benefit of an "invisible college" of colleagues that provides an informal network and helps share information. Having the skills to conduct literature searching, read and then evaluate information is beneficial to students as they learn their field, and librarians are increasingly involved in teaching information literacy skills that enable them to research the background, find a focus for their research, and generally become more science literate.

There is an emerging paradigm in post-secondary education around the world, where a shift is taking place from being primarily instructor-centered to becoming student-centered. It is driven by the need for accessibility, consistency, accountability and relevance, and it involves incorporating learning outcomes into courses and programs – a move from what is being taught (instructional inputs) to what students are able to do (learning outcomes) at the end of a course or a program. At the core of this movement is the assessment of competencies that are based on the expected outcomes in courses and programs, and that are aligned with appropriate assessment strategies. As part of this trend, the Ontario Council of Academic Vice-Presidents (OCAV) have drafted a [framework](#) outlining the general goals that should be achieved by all undergraduate programs. The following project describes one way of introducing relevance, assessment and accountability to science students.

In the fall of 2007, a collaborative project was undertaken by the authors to teach information literacy skills to Honours Biology students enrolled in a third-year "Current Topics in Biology" course that is a prerequisite to the fourth-year research thesis. Three 90-minute library information literacy classes tied Science Literacy to Information Literacy through eight collaboratively designed assignments that coupled biological subject content with the library research process. In the fall term of 2008, this project was extended to include a fourth session with additional database instruction and assignments. In both years, students' demonstrated mastery of library research skills and use of bibliographic management software was required as an integral part of the assignments that comprised 38% of the final mark.

Before the sessions, a pre-test was completed to assess basic aspects of their knowledge and understanding about how to find, evaluate and use information, and at the end of the library sessions, a post-test was administered to determine whether the students had learned some of the IL principles and skills that were taught. Students were also asked to complete an extensive evaluation/questionnaire that examined their perceptions of the value of the resources covered and skills learned for their work in other courses.

These assessment tools, combined with the assignments for the course, have given us a valuable source of data about how improved research skills along with an awareness of and use of resources, build student confidence and support student academic success.

"I hope this BIOL 3100 offering can be utilized by librarians to widely advertise and highlight the teaching and research resources librarians have to offer to course curriculum. This course would have been much less useful if not for the time and resources the librarian had to offer to the course." (R. Quinlan)

—Ilo-Katryn Maimets, Biology Subject Librarian, Steacie Science and Engineering Library

—Roberto Quinlan, Assistant Professor, Department of Biology

Updated Academic Integrity Tutorial & Quiz (June 2009)

Academic Integrity Tutorial

< Online Tutorials



1. Introduction (HOME)
 - > How to Use this Site
 - > Technical Requirements
2. Academic Integrity
 - > Forms of Academic Dishonesty
 - > York's Policy
3. What is Plagiarism?
 - > Why Document your sources?
4. Demonstrating Academic Integrity
 - > Referencing Styles
 - > How to Cite Right
5. Academic Integrity Checklist
6. Case Studies
7. Test Yourself

Acknowledgements

Ideas & Notes
for Faculty Members

[York's Academic Integrity website](#)

With advances in technology and the development of Web 2.0 resources such as Facebook and Wikipedia come new issues relating to academic integrity. Sharing and collaboration may be easier than ever, but so also are the temptations to use material without proper attribution. The Libraries have been working closely with the Centre for the Support of Teaching to update the Academic Integrity Tutorial and Quiz in order to address these new challenges. The new tutorial, which will be launched in June, is designed to help students in all subject areas and at any level of study learn about academic integrity. Significant additions to the tutorial include examples of plagiarism, an extended discussion of the various types of academic dishonesty, instructions on how to demonstrate academic integrity through correct citation, a glossary of terms, as well as an academic integrity checklist.

Students can work through the tutorial step-by-step at their own pace, and at the end of the tutorial they will be invited to take a self-test. Some faculty require students to print their results and include it as a component of their course work. Faculty may also want students to date and sign the Academic Integrity Checklist (below) and include it with their submission of course assignments.

Academic Integrity Checklist

In order to ensure that you have adhered to the university's policies regarding academic integrity please work through the following checklist:

- o I fully understand my instructor's requirements for group and individual assignments (when in doubt always ask).
- o There is no section or component of my assignment, paper or research report that I do not understand (if you do not understand your own work it is, therefore, not in your own words, and has been plagiarized).
- o I have kept my research notes, lab-sheets, outlines and early drafts (you may be asked to provide these to your instructor).
- o My direct quotations have quotation marks (both opening and closing) and are fully referenced.
- o All ideas used from other sources include citations.
- o The reference entries in my bibliography/works cited/reference list corresponds with every idea/quote I have used.
- o I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- o Apart from material that is a direct quotation, everything else is in my own words.
- o In paraphrasing the work from others I put the complete idea into my own words and did not just change a few words.
- o I have checked all citations for accuracy (i.e. page numbers, dates, web page addresses).
- o I have asked an instructor/TALibrarian about how to include any material I was unsure how to document.
- o I have used one recognized Reference Style (i.e. APA, MLA, Chicago etc.) consistently throughout my paper/work.
- o I have accurately and completely described any data or evidence I have collected.
- o I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- o This is the first time I have submitted this material for a course.

Tutorial and Quiz Outcomes

After completing the tutorial and quiz students should be able to:

- Explain the concept of academic integrity and identify five different kinds of academic dishonesty.
- Understand the key points of York's Senate Policy on Academic Honesty and the procedures and penalties associated with violating the policy.
- Differentiate between acceptable use of another's ideas/words and plagiarism.
- Identify several reasons why it is essential to document/reference sources of information and ideas.
- Recognize three strategies students can use to incorporate another person's ideas/words into their own work.
- Identify the elements that are required for a complete reference to a source of information and be familiar with referencing styles.

- Understand the use of tools such as RefWorks
- Know where to get help at York if questions arise about using or referencing material appropriately.
- Understand the importance of seeking help if they have questions regarding any issue associated with academic integrity.

The Academic Integrity Tutorial & Quiz is being updated at the request of the Working Group on Academic Integrity. If you have any questions or comments please contact Sarah Coysh (scoysh@yorku.ca) or Vivienne Monty (vmonty@yorku.ca).

—Sarah Coysh, E-Learning Librarian
(with special thanks to Cherie Bova and the staff at CST for their assistance)

« [YULibrary News home](#)



Sharing Creative Content Through the Creative Commons

—Stacy Allison-Cassin, Music Cataloguer, Bibliographic Services (Scott Library)

My first professional librarian position was as the head of the library at a small, non-profit arts organization. The library collection was comprised of contemporary Canadian art music published by small Canadian presses (if published at all). In this role I repeatedly encountered situations in which researchers were unable to publish examples of this music in their papers because of copyright restrictions. Either the publisher was out of business, had been taken over by a multi-national corporation uninterested in the back files of a small Canadian publisher, or the original creator was unable to be contacted. In most cases this meant that the researchers could not continue their work in the way they had intended; in some cases they had to abandon their research entirely. While it is important to protect the rights of content creators, this lockdown of our cultural heritage, and the resulting inability of others to build on and enrich this heritage, struck me as being very problematic.

In Canada any intellectual work "expressed in a fixed manner" is automatically protected by copyright, including lecture notes, blog postings, emails and photographs. So while there is lots of useful material on the web, most if it is unavailable for use except under the conditions of fair dealing or with the express permission of the copyright holder. Securing permissions is necessary when there is a desire to build on the copyrighted content, such as the use of musical examples I cited above, or if the work is to be manipulated in any way. This may leave many resources on the web out of reach of users since it can be challenging to track down the copyright holders, or it may be too much effort if you're simply looking for an image for a presentation. As a creator, copyright law can make it difficult to freely share your work with others. For example, if you put a handout for a class on your webpage, another instructor wanting to adapt it for use in her class must obtain express permission from you in order to make changes and use it for her class - even if you posted the handout so others could use it. The Creative Commons was developed to help close the legal gap between content creators and users.

The Creative Commons is a non-profit licensing initiative that started in 2001 "...to increase the amount of creativity (cultural, educational, and scientific content) in 'the commons' - the body of work that is available to the public for free and legal sharing, use, repurposing, and remixing." The main concept of the Creative Commons is that of "some rights reserved," meaning the content creator decides the level of openness. Content creators can choose between different kinds of licenses to indicate what rights are waived and what rights are withheld. For example, a work can be available for commercial use, non-commercial use, or use only with attribution. Using a Creative Commons license balances the needs of content creators and users who wish to make legal use of creative content for things like teaching and research. The following short video produced by filmmaker [Jesse Dylan](#) illustrates this point:

Finding Resources Licensed by the Creative Commons

Looking for images or video content for a presentation?

The Creative Commons is a licensing initiative that encourages the sharing of material on the web, providing several kinds of licenses through which creators can dictate how their items can be used. Finding resources available for use under a CC license is a great way to find music, images or other content that can be freely used. The following is a short list of resources:

[The Internet Archive](#) is a non-profit organization "is building a digital library of Internet sites and other cultural artifacts in digital form." You can find digitized copies of public domain texts and many other kinds of media, including music, images and video. All content in the Internet Archive is freely available for use, and contemporary material must be licensed with a Creative Commons license.

[CC Learn initiative](#) was begun by the Creative Commons as a way to share educational materials. A number of universities are participating in the [Open Courseware initiative](#), such as [MIT](#). In a similar vein [Carnegie Mellon](#) has started an open learning initiative. All materials are licensed under the Creative Commons and available for use.

[Flickr](#) is a wildly popular photo sharing site and users can add Creative Content licenses to their photos. If you go to the advanced search you can choose to search only for photos with a Creative Commons license. The number of photos on Flickr with a CC license has just passed [one million](#).

Music files are available for downloading and remixing at [CCMixer](#).

There are also ways to search across platforms: Google has the option to search for material with a Creative Commons license in the advanced search screen, and the Creative Commons offers a [cross-platform search](#).

Creative Commons licenses were specifically developed for the web environment, allowing content creators to take advantage of increased exposure and use of their materials, while also taking advantage of content posted by others. Adding a Creative Commons license to work you post on the web is easy and lets people know you want them to use your materials. It changes the default "all rights reserved" to "some rights reserved". As creators and users of creative intellectual content, it is important that we create and use resources in ways that ensure future generations have access to our ideas and preserve the digital commons.

For more information about Creative Commons licenses see: <http://creativecommons.ca/> or contact [Stacy Allison-Cassin](#) or [Andrea Kosavic](#).

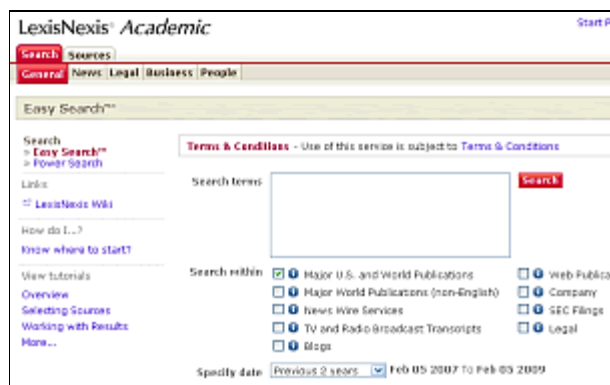


*Photo used by CC licence permission through Flickr user [Olya](#)

Electronic Collections Update, Spring 2009

The drop in the Canadian dollar coupled with the global economic downturn certainly had an impact on our Collections activities but we were able to acquire some key new electronic resources, many of them in direct response to requests from you, our faculty members. (Note: you can always contact your [Liaison Librarian](#) with suggestions for purchase, both print and electronic). Below are some of the highlights that we've obtained since the last newsletter.

[Lexis Nexis Academic](#)



At long last, the Libraries are pleased to offer campus-wide access to Lexis Nexis Academic. By entering into a consortial agreement held between the Ontario Council of University Libraries (OCUL) and Lexis Nexis, we were able to realize improved subscription costs, enabling us to acquire this highly valued content. You now can access over 6,000 news, business, and legal sources. The outstanding news coverage includes deep backfiles and up-to-the-minute stories in national and regional newspapers, wire services, broadcast transcripts, international news, and non-English language sources. Use the included Company Dossier module to retrieve detailed company information and financial performance measures or identify and compare companies matching specific criteria. This product also provides access to the renowned Shepard's Citations® service for all federal and states court cases back to 1789.

[Oxford Language Dictionaries Online](#)



The innovative *Oxford Language Dictionaries Online* site offers essential language resources never before available online: fully searchable, completely comprehensive bilingual dictionaries, and unique study materials that provide extra help with learning and using an expanding range of languages. Available language pairs are:

- Chinese-English, English-Chinese
- French-English, English-French
- German-English, English-German
- Italian-English, English-Italian
- Russian-English, English-Russian
- Spanish-English, English-Spanish

Other Recent Acquisitions of Interest

Dance In Video

Home Browse Search Playlists Clips What's New


About | System Requirements

BROWSE

Welcome to Dance in Video

Dance in Video will contain 250 dance companies of the 20th century. Selectio dance, as well as forerunners of the for videos, equalling 201 hours. [More >](#)

FEATURED



Flickers by Nowak, Llonet, (American Dance Festival, 1972)

BROWSE

- All People
- Ensembles
- Genres
- Roles
- Venues
- Works

GENRE

- Aboriginal
- Contemporary
- African
- American Indian
- Aria
- Avant-garde
- Ballet
- Ballroom
- Bhangra
- Bharata Natyam
- Breakdance
- Cakewalk

[Dance in Video](#)

Opera In Video

Home Browse Search Playlists Clips What's New


About | System Requirements

BROWSE

Welcome to Opera in Video

Opera in Video will contain 250 of the n productions, interviews, and document opera houses and are based on a worl equalling 84 hours. [More >](#)

FEATURED



Orfeo ed Euridice by Gluck, Christoph Willibald Ritter von, (ArtHaus Musik, 1991)

BROWSE

- All People
- Ensembles
- Genres
- Roles
- Time Periods
- Venues
- Videos

GENRE

- Air
- Aria
- Arietta
- Arioso
- Ballade
- Ballet
- Cabaletta
- Canzonetta
- Cavatina
- Chorus
- Dance
- Dramma

[Opera in Video](#)

- [International Encyclopedia of Communication](#)
- [Atlas of North American English](#)
- [Latindex](#)
- [Corpus de la première littérature francophone de l'océan Indien](#)
- [Dictionnaire de français Littré](#)
- [Encyclopedia of Ecology](#) (Elsevier)
- [Child Welfare Information Gateway](#)
- [AIDSinfo](#)
- [IAUCirculars](#)
- [International Eric](#)
- [Gender and Work Database](#)



YUL 2.0

Over the last few years the World Wide Web has changed from a place where we passively consume information to one where everyone can carve out their own little place to participate and contribute. The set of Internet technologies that encourage interactivity and user contributions—blogs, wikis, social networks and social bookmarking sites—are called Web 2.0.

Over the last year the library has embraced many of these Web 2.0 technologies, venturing out in the wilds of the interactive web and looking for involvement with our students, faculty, and anyone else around the world.

Here are some of the projects we have up right now, and one or two that are still just experimental glimmers in our eyes.

Twitter

Twitter is part of the latest social media craze: microblogging. In a nutshell, Twitter is a way to broadcast what's going on in your life—online or off—to everyone following you...and to get the same kind of updates on the people you're following, too. An added kicker is that all "tweets" need to be 140 characters or less. Wit, brevity and abbreviations all help meet that.

It's catching on -- Toronto mayor David Miller (<http://twitter.com/mayormiller>) is on Twitter, as is [Brad Ross](#), Director of Communications for the TTC and [Peter Scowan](#), editor of the Globe and Mail books section.

Scores of [libraries](#) out there are also on Twitter, broadcasting to their patrons all the latest news and happenings.

Check out what we're doing with our own Twitter presence:

News Blog

Blogs are a big part of the social media landscape—they're a great way to communicate and connect with your audience. If you've checked out the Libraries' website recently, you'll have seen the feed from our news blog prominently displayed.

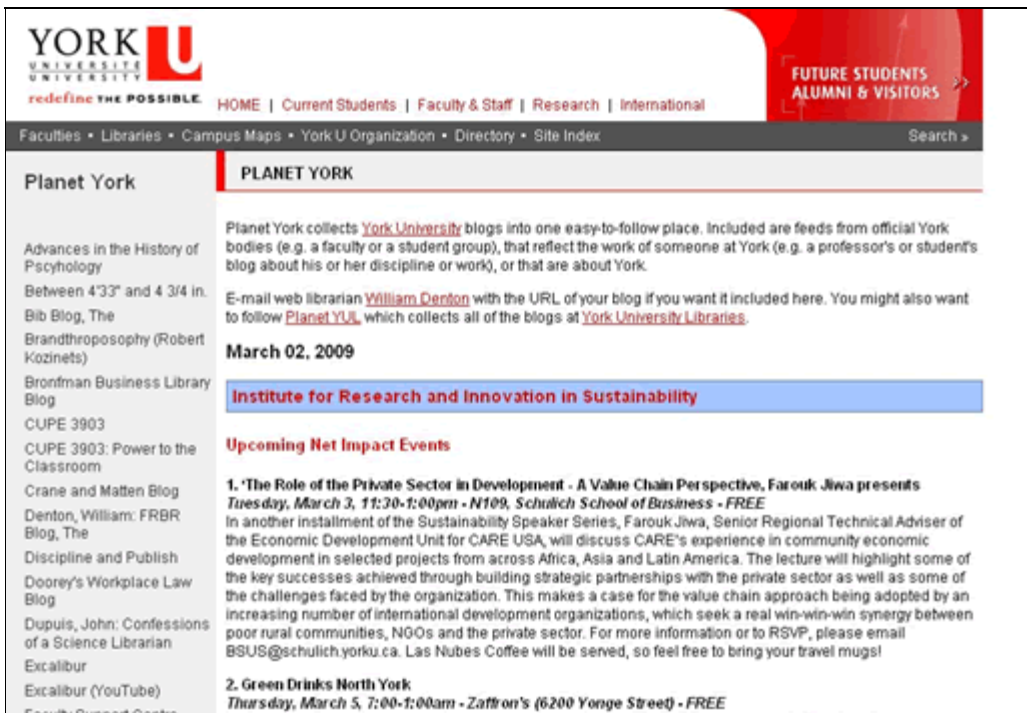
Here's what it looks like close up:



Planet York

Lots of other people and groups at York use blogs to talk about their research or their unit's activities or their day-to-day life at York. Some are run by faculty and go deep into their research area, some are from departments or faculties telling about what they do, and some are from students talking about university life.

The Libraries have created a web site to aggregate all the most recent posts from all those blogs. We call it Planet York:

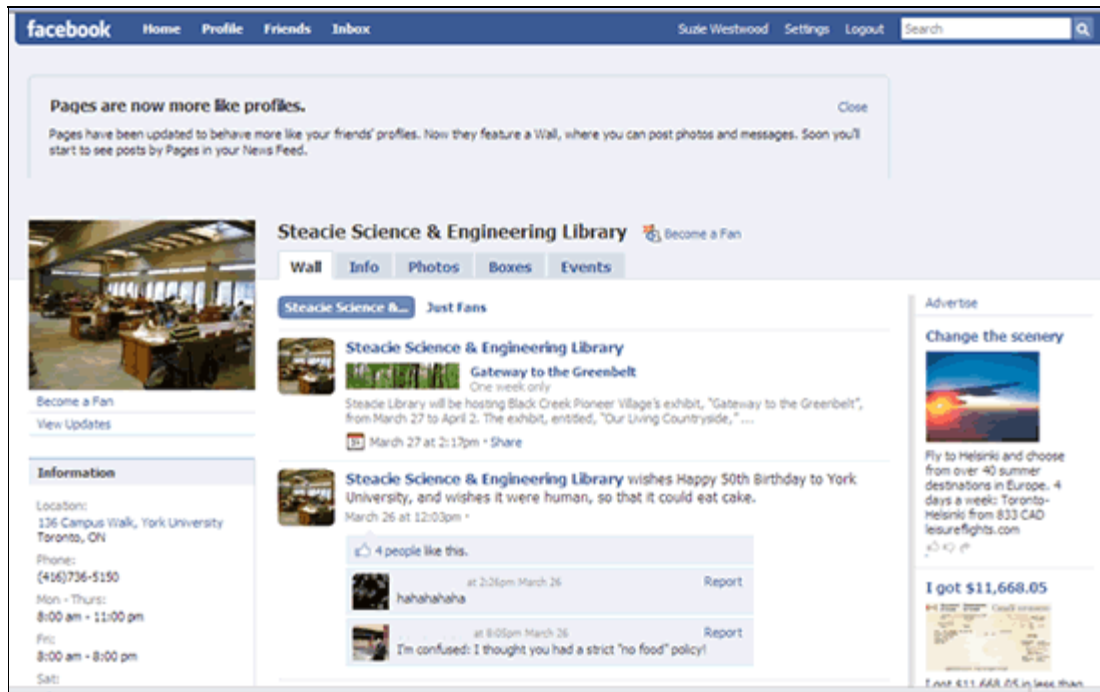


If you have a blog that you'd like to be included in the Planet, please let our Web Librarian William Denton know at wdenton@yorku.ca.

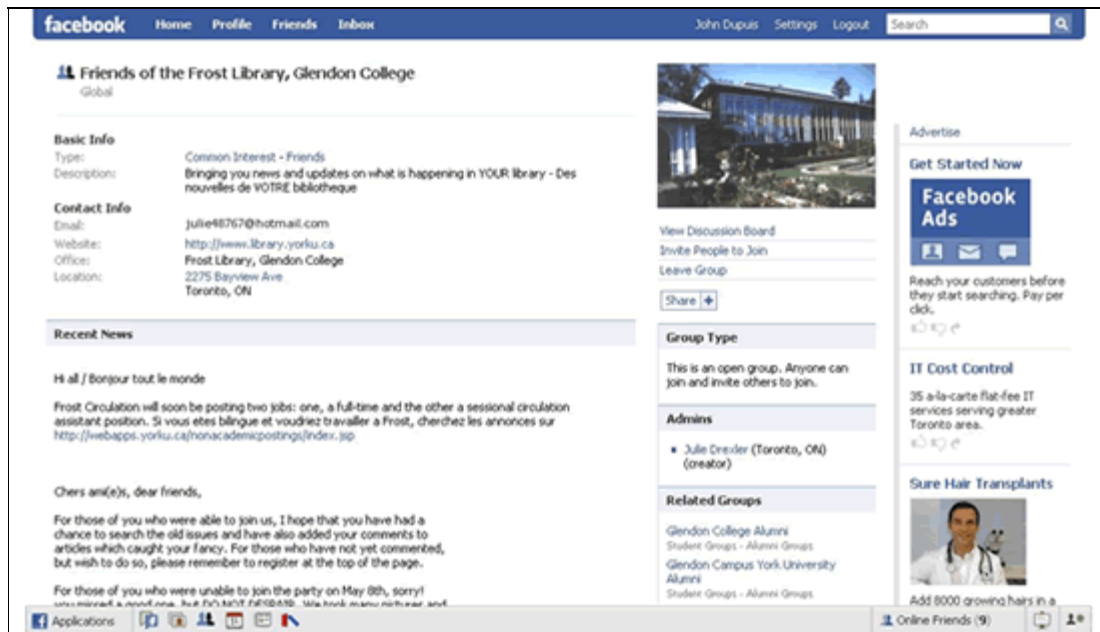
Facebook

Facebook is all the rage amongst high school and university-aged people these days and most York students are on it. The Steacie Science & Engineering Library has created a page that they use to reach out and communicate with their student population. So far,

Steaie's page has over 130 fans!



The Frost Library at the Glendon Campus also has a group:



Not to be outdone, some students have set up their own pages about York Libraries:

- [If you're in Scott Library, shut the f**k up!!](#)
- [Nappers of Scott Library](#)

Friendfeed

As promised, we do have a few secret experiments going on in the Web 2.0 world. One of them is to create an interactive discussion space by and about the York University community, using FriendFeed as a way to organize it.

friendfeed Search **John Dupuis** | Friends | Tools | Account | Sign out

Home
▶ Favorites
▶ Personal
▶ Professional
new list

Me

Rooms
LSW
47 seconds ago
Crime and mystery...
7 minutes ago
York University
12 minutes ago
prefs | 23 more >

Everyone

York University
Change picture
Everything about York University in Toronto. (Brought to you by York University Libraries.)
Friend lists: Home feed (add/edit)

Un-join this room

Invite Room members (4) Manage

Filter: View: **Standard** - Real-time

Post: Message Link Photos | Import site

Confessions of a Science Librarian
[More books and reports on the future of academic libraries](#)
19 minutes ago - jdupuis.blogspot.com - Comment - Like - More*

YU Blog
[Some common sense](#)
8 hours ago - experienceyork.apps01.yorku.ca - Comment - Like - More*

History and Theory of Psychology Student Network
[Your Conference Photos Are Needed!](#)
13 hours ago - yorku.ca - Comment - Like - More*

YU Blog
[York Experience III](#)
16 hours ago - experienceyork.apps01.yorku.ca - Comment - More*

More about this room

Don't forget, it's a top secret development version, so don't tell anyone! ;+}

—William Denton, Web Librarian and John Dupuis, Head, Steacie Science and Engineering Library

« [YULibrary News home](#)



21st Century Learning Spaces: Reinventing our Libraries

If you've stepped inside Scott Library during peak times, you've probably seen them - students sprawled out on the floor, with their laptops, their books and their knapsacks. And you may have wondered why the students don't find somewhere more comfortable to sit.

It would not be unreasonable to assume it's all about a shortage of study space. After all it is not uncommon for the library to be packed to the rafters with gate counts exceeding 16,000 students in a single day. This is indeed a problem at York and this may be part of the reason - but if you stop and talk to the students, you may find another reason too.

In preparation for the redesign of the 2nd floor of the Scott Library, the Libraries have been talking to a lot of students. We've been conducting focus groups, interviews, running surveys, posting flipcharts for public comment, and using other discovery techniques over the last few months to better understand student learning needs and the kinds of spaces and environments that best support our students. In the process we have been learning a lot about learning.

One of the things we've heard is that students need and want relaxed informal environments. Traditionally libraries have been relatively formal settings – furniture has been rigid and fixed, policies have been strict, and activities proscribed. Today's students still need quiet areas for individual study, but they also need more informal, dynamic and flexible spaces that they can customize and make their own. And they need comfort. Lounge chairs, sofas, maybe even padded floors with pillows.



So back to the students sitting on the ground...why are they there? In fact, some students prefer to sit there. According to some, there are advantages: space to spread out, they can gather in groups, and talk and discuss without bothering others. Sometimes, too, they are there because of available power outlets for their laptops.

Students expect a variety of different kinds of spaces for different kinds of tasks. A diversity of learning environments need to provide students with choices based on needs, preferences and learning styles: individual and group, silent and collaborative, flexible and structured.

Students also express a need for two other things: technology and food! Both are seen as integral to the research process and therefore students want them to be ubiquitous. Access to computers is essential, and students need a broader spectrum of types of technology. Students have suggested more power outlets for laptops, Macs, and access to other types of hardware and software. As for food – we can probably all relate to that. Students study for long periods of time and would prefer not to have to leave the library and risk losing their study seat in order to get some caffeine or a quick bite to eat.

Ultimately the best learning environments are ones that function as ecologies. Social functions which might at first appear non-academic (eg. cafés) can, for instance, contribute to the development of a learning ecology that supports sustained study. Learning spaces recognize the synergy between academic and social functions. And social environments help encourage the

24/5: 'Round the Clock Study in Scott Library

The Libraries have gone round the clock! Library study space is now available 24/5 on the first floor of the Scott Library.

This new service was launched in February to help ease the pressures of students during a very intense remediation period. Due to popular demand the 24 hour study space was extended into the Spring term, 5 nights a week (Sunday to Thursday nights) on the 1st floor of the [Scott Library](#). Please note that Friday and Saturday nights this area closes at 8pm.

This area of the Scott Library includes study space, computers, photocopiers, printers, and group study rooms. The Central Square section of the Scott Library has 155 study seats and 16 computers at your disposal. In addition we have extended our laptop lending program through these nights to augment computer access.

One of the reasons why we chose the 1st floor of Scott Library for these extended hours is because of its security features. The area in question has excellent sightlines and is monitored by CCTV cameras. However, those who use the 24/5 study space should be aware that the last TTC bus leaves campus at 1:45 am, and the first bus arriving on campus in the morning is at 5:45 am. During late night hours patrons are encouraged to take advantage of the services offered by the [goSAFE](#) program, which operates from 6:00 pm to 2:00 am every day.

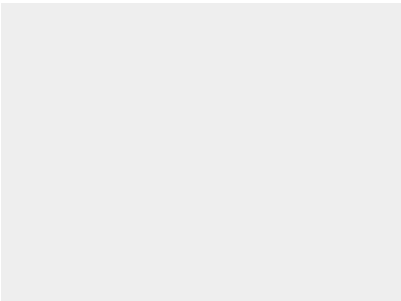
The 24/5 study area has proven to be very popular with students. At the end of the last term in February it was not uncommon for there to be 60-80 night owls studying at 3 am. Three quarters of these students live off campus.

The 24/5 service will extend to the end of term (June 2nd), but will likely resume for the next academic year in the fall.

sharing and assimilation of knowledge in and through communities of learners.

This mixing is one of the things that makes the library distinct as a learning environment on campus; the library is a place in which communities of learners can interact, engage, and assimilate knowledge and ideas outside of formal disciplinary structures like classrooms.

We are continuing to involve students in the design of new learning spaces. Currently, planning is happening at the Scott Library and also at Frost Library at Glendon College. To learn more about the development of learning spaces, please see our planning document, [*21st Century Learning Space: A Model for the Scott Library*](#).



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Profile: Tina McColl, Library Accessibility Services

Tina McColl, Manager of Library Accessibility Services (LAS) has worked for the Libraries for 14 years, 7 of those in LAS. We asked her about her work and how Library Accessibility Services helps its clients to study and research more effectively.

YUL News: What is the mission of Library Accessibility Services and what is your role as Manager?

TM: LAS aims to provide students, faculty and staff with equitable access to a full range of library services – including circulation, librarian assistance, resource sharing and so on – and creates an opportunity for self-sufficient learning in a welcoming and supportive environment. Providing required readings, in an alternate format (electronic text or audio) is the service that demands most of our time. As of the first day of the winter term, LAS has 226 students using alternative format materials and the accessibility lab, in contrast to the 35 students using Transcription Services only seven years ago.



My staff and I work with a number of other units on campus, including numerous departments within all faculties and coordinating with disability service counselors who have assessed students' needs before referring them to our unit. We have a new brochure describing our services that is available at orientation sessions and for pick up at the various disability services offices. On Access York's Student Sub-Committee I regularly network with the other service providers to understand issues external to the libraries that may affect the services we offer and the students' experiences.

YUL News: Who are LAS's clients and how do you serve them?

TM: Students are our primary clients. LAS's role has progressed from meeting just the legal requirements for accommodating students to matching their individual needs, ways of learning and technologies to the various alternate format materials we have available to assist with learning.

For my part, I try not to assume things about our clients' needs – I ask them, and I attempt to make them feel comfortable in our environment, so even if it's sometimes difficult to share aspects of their needs with us they feel they can do so.

YUL News: Take us through your typical day in LAS. How do you assist LAS clients with their research, teaching and study needs?

TM: Today is pretty typical for this time of year. I met with one or two new students, taking up to an hour to review with them particular LAS services they may benefit from. The staff and I also provided assistance in the adaptive equipment lab that assists in making library and course materials accessible to those with a range of learning challenges – helping to access files we have provided, adjusting tables to accommodate people physically, and so on.

Dealing directly with students assists me in understanding what they need in the larger context of library-related needs. I also contacted publishers today to obtain electronic files of required readings. Once received, we may convert those to other formats as necessary, e.g. for a Kurzweil reader that reads text aloud.

YUL News: What do you like best about your work in LAS?

TM: The administrative side of my work is very important to further services, but the most enjoyable part of my job is working with students to improve their academic experience.

YUL News: What was the most rewarding situation where you were able to assist a client?

TM: For me, it's whenever a student goes from really struggling with achieving even passing grades to doing really well, even being on the Dean's list or continuing on to graduate study. When we are able to supply course materials to students in such a way that they can process the information like their fellow students and reach their potential, it's always gratifying when the student returns to tell us of their success. [One such student arrived even as we were interviewing Tina.] That's as rewarding today as it was years ago when I started.

YUL News: What are the biggest challenges for the unit and for you as Manager?

TM: As Manager, I try hard to ensure that the department has enough resources – people, space and so on - to meet demand. We have existed as a discrete unit for only two years, but we are already beginning to outgrow our floor space, so challenges still exist.

The unit itself has two main challenges in providing effective assistance. First, we need students to contact us in the summer regarding their fall courses but for various reasons they don't always arrive at York until fall, which is very late for us to get them the course materials they'll need. Second, we can't provide alternate format materials in time to assist students if we don't know early enough what the readings will be for their courses – it can take months to create alternate format materials. Faculty can assist significantly by informing us as early as June when we require course reading lists to prepare alternate format materials. This and other aspects of teaching differently-abled students are explored in the online [Faculty resource guide](#).

YUL News: What are your interests outside work?

TM: I've done stand up comedy in years past. It's a whole "downtown" lifestyle: participating in open mike nights, writing every day – a difficult mix with a demanding day job, so it's on hold for now. But I look forward to returning to comedy writing!

YUL News: You recently won an award of excellence. Tell us more...

TM: I was so honoured by this award! It's wonderful to know that someone has given you tangible recognition for your efforts - but this simply wouldn't be possible without the dedicated staff here. I can't stress enough the caring, attention to detail, and the genuine concern for students that our staff brings to work every day. Also, the support in place from the University Librarian's Office for the department and its initiatives is crucial to the level of service we offer students.

Tina McColi Receives Excellence Award

The "Certificate of Excellence" award from York's Disability Services was presented to Tina at the Libraries on December 9th, 2008. The purpose of this annual award is to thank the recipient for the contribution they have made in breaking down barriers for students with disabilities, and to recognize their understanding, compassion, receptivity and collaborative efforts in working with the offices for Disability Services and their student clients.

In presenting the award, Karen Swartz (Director, Office for Persons with Disabilities) said:

"Tina is a natural advocate, and with a gentle touch she has managed to transform the way in which students with disabilities at York receive library services."



Kent Haworth Fellowship Vital to First Doctoral Student's Research

In 2007, Carrie Dickenson, a history doctoral candidate at McMaster University, became the first recipient of the Kent Haworth Archival Research Fellowship. Named in honour of York's esteemed former University Archivist, the Fellowship supports doctoral students conducting research at York University Libraries' Clara Thomas Archives & Special Collections.

Carrie found the Clara Thomas Archives to be vital to the completion of her PhD thesis: "Engaging the Youth Cohort: Public Space, Liberal Government Officials and Young Canadians: Re-examining Youth Activism in English Speaking Canada, 1965-1982". In the course of her research, she accessed several collections at the Clara Thomas Archives & Special Collections, including the Alan Clarke fonds, Project Ossington fonds, and the Toronto Telegram fonds, which includes more than 1.25 million photos from the now defunct newspaper.

"The Fellowship was instrumental in helping me to continue my research by covering the extenuating cost of traveling and the expense of photocopying – personally I did a lot," says Carrie. Thanks to the assistance of the Kent Haworth Archival Research Fellowship, Carrie's thesis is now in the final phases of editing.

Kent Haworth's vision and passion continues to impact the lives of students, like Carrie, allowing them to continue on their educational journey by alleviating some of the financial costs associated with research. York University students benefit from the expansive collection housed in the Clara Thomas Archives - an extensive collection of works which has sustained research and teaching for York's faculty and students for more than 40 years - while sustaining Kent's wish for greater recognition of the value of archival collections.



Clara Thomas and Kent Haworth at York's 40th Anniversary celebration in 1999

Gifts to the Kent Haworth Fellowship count toward York to the Power of 50—the University's 50th anniversary fundraising campaign, already at more than \$160 million in funds raised toward its \$200 million goal. As faculty and staff your gift also supports the [Family Campaign](#).

New Librarian Appointments

Anna St. Onge is the new Archivist for Digital Projects and Outreach. She holds a B.A. in History and Celtic Studies from the University of Toronto and a Master of Information Studies from U of T. Anna has worked as a Librarian Assistant at Knox College, U of T, as a contract archivist with the Ontario Jewish Archives, the Kelly Library of St. Michael's College, U of T, and the Clara Thomas Archives. She has published on the archival legacy of Henry Nouwen

Anna will be responsible for bringing electronic facsimiles of archival documents to the Libraries' website, developing policies and procedures for ensuring preservation of records with enduring value created using digital technology, and implementing a communications strategy to raise the Archives' profile.

A new business librarian will join the Peter F Bronfman Library for 12 months effective May 1. Meghan Ecclestone comes to us by way of Carleton University (B.A. in Political Science) and the University of Toronto (MIS). Meghan founded the academic journal *Faculty of Information Quarterly* which fosters critical dialogue on the study of information. Her professional training includes internships at PriceWaterhouseCoopers, the Library of Parliament and the Noranda Earth Sciences library.

Kent Murnaghan has joined the Scott Reference Department until October 31. He will be handling liaison for the School of Health Policy and Management and the graduate program in Critical Disabilities. Kent holds a B.A. from the University of Prince Edward Island, an M.A. in English and a Master of Information Studies, both from the University of Toronto.